



Secondary Program Review Essential Components Rubrics

**Programs must meet all of these components to have an “Approved” program. No more than three of the remaining components may be unmet to be an approved program.*

SECTION ONE: ADMINISTRATION

SUPPLEMENTARY CRITERIA:

- 1: Career & Technical Education (CTE) funding, program inventory and fiscal records are administered and maintained in accordance with CTE policies and guidelines.

BEST PRACTICES	MEETS	DOES NOT MEET
	Program funds and fiscal records are current and in compliance with CTE policies and <i>Allowable Uses of Added-Cost Funds</i> mandates.	Program funds and fiscal records are not administered in accordance with CTE policies and <i>Allowable Uses of Added-Cost Funds</i> mandates.

2. Program budget reflects expenditures appropriate to program standards, program goals, and the five year plan. It is developed by the instructor, with input from the advisory committee, and approved by the administrator.

BEST PRACTICES	MEETS	DOES NOT MEET
Program budget is clearly appropriate for the curriculum. Long range program goals and plans are considered by advisory committee and postsecondary partners. Operational budget is supplemented by district funds. Instructor is updated regularly of budget balances. CTE budget guidelines are followed.	Annual program budget items are appropriate. Program curriculum, goals and 5-Year Plan are considered during budget planning. Budget balances are available to instructor. CTE budget guidelines are followed.	Program budget does not reflect program goals, objectives and curriculum. Instructor is not aware of current budget balances. CTE budget guidelines are not followed.

3. A written plan is developed by an instructor who has a contract for work that extends beyond the academic year. The plan follows CTE policy, is approved by and on file with the school administrator.

BEST PRACTICES	MEETS	DOES NOT MEET
A well-developed written plan of work is specific and consistent with state guidelines, program goals and curriculum. The plan is updated annually and on file with the administrator. The contents of the plan are shared with and endorsed by the advisory committee. Time and activities are well documented.	The annual written plan of work is consistent with program standards, program goals, activities and state guidelines. Time and activities are documented and plan is approved and on file with the administrator.	No plan is evident or plan of work is not consistent with state guidelines. Time and activities are not well documented.

SECTION TWO: STAFF

ESSENTIAL CRITERIA (*):

- *1: Instructor holds current teaching certificate and appropriate CTE endorsement(s).

BEST PRACTICES	MEETS	DOES NOT MEET
Teacher is currently certified and endorsed in CTE program area of instruction. The teacher also has an industry certification. Professional development plan is in place.	Teacher is currently certified and endorsed in the CTE program area of instruction. Professional development plan is in place.	Instructor does not hold a current and appropriate certificate or endorsement in the CTE program area of instruction.

SUPPLEMENTARY CRITERIA:

2: Instructor participates annually in professional development related to the program and teaching assignment.

BEST PRACTICES	MEETS	DOES NOT MEET
The instructor has a written plan to identify professional development needs and receives administrator support to participate yearly in program best practices activities.	Professional development is encouraged and relates to program best practices. Instructor has a plan and participates yearly.	Professional development is limited and may not relate to program or teaching assignment.

3. Instructor provides information and awareness about the program to administrators, counselors, employers, parents and prospective students.

BEST PRACTICES	MEETS	DOES NOT MEET
The program has an effective system in place to promote the program's best practices to potential students, parents, employers, counselors or administrators. Brochures, website, newsletters, articles etc. are used for program promotion. School and community leaders allocate resources which enhance the program quality and effectiveness.	The program has a plan and strategies in place to inform potential students, parents, employers, counselors and administrators about the program. School and community support for the program contributes to program quality and effectiveness.	A very limited plan is in place to share the programs qualities with potential students, parents, employers, counselors or administrators. There is limited school and community support for the program.

SECTION THREE: PROGRAM**ESSENTIAL CRITERIA (*):**

*1: Courses meet the specific requirements for the program type.

BEST PRACTICES	MEETS	DOES NOT MEET
The program is clearly a vital component of a career pathway at the secondary and postsecondary levels. Specific knowledge and skill development enables students to reach important learning goals	The program follows a course sequence which includes both secondary and postsecondary levels. There is evidence that students develop proficiency regarding content knowledge and skills.	The program does not have a sequence of courses in place. The program does not have enough time to develop student knowledge and skills.

*2. Program advisory committee represents various aspects of the industry and community. The committee meets at least annually (CTS programs meet at least twice annually) and provides input for program improvement.

BEST PRACTICES	MEETS	DOES NOT MEET
A diverse business and industry advisory committee is extensively involved in tangible, meaningful ways regarding program improvement, curriculum and work-based experiences. Minutes are kept and distributed following meetings.	The program has a diverse business and community advisory committee that meets regularly to provide input on program improvement, curriculum and work-based experiences. Minutes are kept.	An advisory committee has not been established, does not meet as a whole group regularly or is not representative of the industry.

*3: Leadership development is integral to the program and is generally provided through an approved Career & Technical Student Organization.

BEST PRACTICES	MEETS	DOES NOT MEET
The program is designed to ensure that students have effective leadership opportunities and community involvement. Student organization membership is encouraged and activities are co-curricular. Students regularly participate at the district, state and national levels. Program of work reflects leadership, service and activities.	Students in the program participate in an active student leadership organization which includes community involvement. Student organization membership is encouraged and integrated. There is some participation at district, state and national level. There is a written program of work.	The program does not encourage leadership development opportunities or community involvement through an active student organization.

*4: Realistic work experience is provided through laboratory and/or industry-related activities.

EXEMPLARY/BEST PRACTICES	MEETS	DOES NOT MEET
Work-based learning is a key component of the program. There is clear and convincing	Students have several work-based learning options. Students' learning is transferable to	Students have little or no work-based learning opportunities. There is no way of showing

evidence that the students' learning has transferred to real-world settings. Students are in a co-op program or in paid internships. All aspects of the industry are addressed.	real-world settings through internships, and/or simulated lab assignments. All aspects of the industry are identified.	that what students learn in the program will transfer to real-world settings.
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SUPPLEMENTARY CRITERIA:

5. Current state approved standards and competencies are used.

BEST PRACTICES	MEETS	DOES NOT MEET
Program uses state approved curriculum, resources and activities. An effective system is in place to identify and record student competency attainment.	Program uses state approved curriculum, resources and activities. Competency profiles or another record keeping system is used.	Program uses some current state approved curriculum. Competency attainment records are not maintained.

6. Written Program Goals reflect the needs of the students, business and industry, and the community.

BEST PRACTICES	MEETS	DOES NOT MEET
Program goals are written, clear, challenging and appropriate. New initiatives related to current needs of business and industry and the community are considered. Goals reflect high expectations for students in the program.	Written program goals are clear and appropriate for the majority of students, business and industry and changing community needs.	No written program goals are in place or the program goals are not current to reflect changing needs of students, business and community.

7. The Program is based upon state-established industry standards.

BEST PRACTICES	MEETS	DOES NOT MEET
The program has earned industry certification where applicable. Curriculum is aligned with state-established industry standards where these are developed. In program areas with no state-established standards, curriculum is aligned with national or state standards as closely as possible. Students demonstrate a high level of knowledge, skill, and ability in the occupational area.	Curriculum is aligned with state-established industry standards where these are developed. In program areas with no state-established standards, curriculum is aligned with national or state standards as closely as possible. Students demonstrate knowledge, skills, and ability in the occupational area.	Curriculum is not aligned with state-established standards where standards have been developed. In program areas with no state-established standards, curriculum is not aligned with national or state standards.

8. A state-approved technical skill assessment (TSA) is used to measure competency attainment.

BEST PRACTICES	MEETS	DOES NOT MEET
Students in capstone courses take the prescribed TSA for the program. Seniors in any CTE course (except those introductory courses listed on the TSA exempt list) take the Idaho Workplace Readiness Assessment.	Students in capstone courses take the prescribed TSA for the program. Seniors in any CTE course (except those introductory courses listed on the TSA exempt list) take the Idaho Workplace Readiness Assessment.	Students do not take the correct TSA for the program. Seniors enrolled in a CTE course do not take the Idaho Workplace Readiness Assessment.

9. Idaho Academic Content Standards are integrated into the CTE Program.

BEST PRACTICES	MEETS	DOES NOT MEET
Program curriculum is aligned with grade-level academic Idaho Content Standards in all areas. Idaho Academic Content Standards are identified with instructional strategies that involve input from academic instructors.	Program curriculum is aligned with appropriate academic Idaho Content Standards in CTE program courses. Instructional strategies are identified and integrated.	Academic Idaho Content Standards are not integrated or academic standards may be at low levels.

10. A written Five-Year Plan addresses facilities, equipment, curriculum, and staff development. The plan is developed with input from postsecondary and advisory committee, and is on file with school administrator and updated annually.

BEST PRACTICES	MEETS	DOES NOT MEET
The teacher, administrator and advisory committee are involved in developing a written Five-Year Plan to identify needs and strategies to improve the program facility, equipment, curriculum, and staff development. The plan is updated yearly,	The teacher has a current Five-Year Plan to address program improvement needs and strategies related to facilities, equipment, curriculum, and staff development. The plan is updated annually and on file with the administrator.	There is limited planning to address program needs or to develop continuous improvement strategies related to facilities, equipment, curriculum, and staff development.

approved and filed with the school administrator.		
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11. Materials, supplies and resources meet industry standards and support the Program.

BEST PRACTICES	MEETS	DOES NOT MEET
The program has a wealth of current resources and materials. The program uses state-of-the-art technology based on industry standards. Students possess high-level understanding of technological advances in their field of study.	The program has current technology and resources that reflects industry standards. Students have a good understanding of technological advances in their field of study.	Program has limited access to current technology and equipment. Students do not have an opportunity to learn about state-of-the-art technology in their field.

12. Curriculum supports reinforcement of basic Employability Skills for Career-Ready Practice.

BEST PRACTICES	MEETS	DOES NOT MEET
Employability Skills for Career-Ready Practice are clearly integrated into the curriculum, teaching methods, and student expectations. Time is sufficient to develop skills.	Employability Skills for Career-Ready Practice are addressed and measured through student projects, lessons and curriculum materials. Time on task is sufficient to develop skills.	Program does not address Employability Skills for Career-Ready Practice or addresses them as an “add-on” to the program.

13. There is a current postsecondary “Advanced Learning Opportunity” in place for the Program.

BEST PRACTICES	MEETS	DOES NOT MEET
An ALP is in place and students are enrolled at the secondary and postsecondary levels. Secondary and postsecondary instructors coordinate program components and credit requirements.	An ALP is in place and students are regularly enrolled. There is communication between secondary and postsecondary instructors regarding the program.	An ALP is in place and students are regularly enrolled. There is communication between secondary and postsecondary instructors regarding the program.

14. Program data is collected annually and is used to develop, promote, and improve the program.

EXEMPLARY/BEST PRACTICES	MEETS	DOES NOT MEET
The program uses valid and reliable measures and data to evaluate student and program performance. The data are collected annually and are used in an on-going continuous process to promote, develop and improve the instructional program and curriculum.	The program annually collects student and program performance data. The data are used to promote, develop and improve the instructional program on a regular basis.	The program does not use data to develop, promote and improve the program.

15. Student feedback is collected and used in program planning, evaluation, and improvement.

EXEMPLARY/BEST PRACTICES	MEETS	DOES NOT MEET
Written student feedback is requested regularly. The program has clear evidence that students’ feedback that is shared with the advisory committee. The feedback is an integral part of the continuous improvement process.	Written students feedback on the program is requested annually. Student feedback is considered for program evaluation, planning and improvement.	Students are informally or infrequently asked to provide feedback on program quality or feedback is not used for program improvement.

SECTION FOUR: SERVICES

SUPPLEMENTARY CRITERIA:

1. Instructor collaborates with the school counselor to provide career guidance, program information, and placement in technical Programs of Study related to students’ individual graduation plan.

EXEMPLARY/BEST PRACTICES	MEETS	DOES NOT MEET
Systematic partnership activities exist with the counselor that contributes significantly to career guidance, program promotion and placement in technical programs related to the parent-approved student learning plan.	Communication and activities with the counselor support career guidance, program promotion and placement in technical programs related to the parent-approved student learning plan.	Limited communication with the school counselor has little impact on career guidance, program promotion and placement in technical programs.

2. Instructor collaborates with Special Services, to identify and implement adaptations, accommodations, modifications, interests, and career goals for students with special needs.

EXEMPLARY/BEST PRACTICES	MEETS	DOES NOT MEET
IEP clearly defines accommodations, diverse learning styles, needs, abilities, interests and career goals for students with special needs. The plan is based on research, best practices, and individual needs. Assistance is provided to the classroom teacher by instructional assistants when necessary.	IEP addresses adaptations, accommodations, modifications, interests, and career goals. Some support is provided by instructional assistants when identified.	IEP is limited in the adaptations, accommodations, modifications, interests, and career goals of students with special needs. Instructional support is identified but not provided.

SECTION FIVE: FACILITY

ESSENTIAL CRITERIA (*):

- *1. Classrooms/laboratories are clean, orderly, safe, and accessible to all students. Students are provided appropriate safety instruction related to the program.

BEST PRACTICES	MEETS	DOES NOT MEET
Program clearly provides an industry standard clean, orderly and safe facility. Safety instruction is integrated and students show high levels of competence in the performance of safety skills required by industry. Appropriate industry attire/uniforms are worn. There is high quality heat, light, ventilation and noise control. The program is accessible to differently-abled students.	Program facility is clean, orderly and safe. Safety instruction related to the program is provided and students show evidence of competence in the performance of safety skills required by industry. Appropriate industry attire/uniforms are worn when applicable. There is adequate heat, light, ventilation and noise control. The program is accessible to differently-abled students.	Classrooms / laboratories do not appear clean and orderly. There is little evidence that students can perform safety skills required by industry. Students do not wear appropriate industry attire/uniforms. There is not adequate heat, light, ventilation and noise control. The program lacks accessibility to differently-abled students.

SUPPLEMENTARY CRITERIA:

2. Enrollment is appropriate for facility size, work stations and type of equipment used for the program.

BEST PRACTICES	MEETS	DOES NOT MEET
Facility size, work stations and type of equipment mirrors the requirements of industry to achieve optimal knowledge and skill development.	Facility size, work stations and types of equipment are adequate to meet industry standards to achieve high-quality knowledge and skill development.	Enrollment is not appropriate for facility size, work stations and equipment to meet the requirements of industry.

3. Equipment is systematically updated, maintained, inventoried and replaced.

BEST PRACTICES	MEETS	DOES NOT MEET
Program has state of the art, industry standard equipment. A written plan is in place to inventory, update, maintain and replace equipment on a systematic basis.	Program has current industry equipment that is inventoried, well-maintained and replaced on a regular schedule.	Program has mostly outdated equipment that is no longer used in industry. There is not a maintenance or replacement plan in place

4. Laboratory facilities are current and support the program standards.

BEST PRACTICES	MEETS	DOES NOT MEET
A state-of-the-art laboratory facility provides an industry standard, rich learning environment to enhance the curriculum and program objectives. Storage area is ample, convenient and secure.	The program has a current laboratory facility. Facility is adequate to provide a positive learning environment to support curriculum and program objectives. Storage area is adequate and secure.	Program does not have an adequate laboratory to provide a positive learning environment that supports the program objectives. Storage is not adequate or is not convenient and secure.